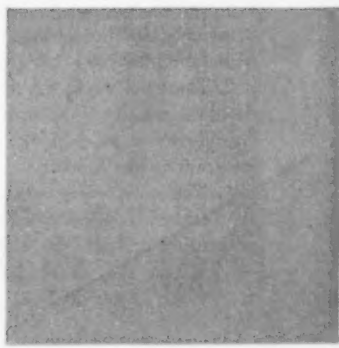
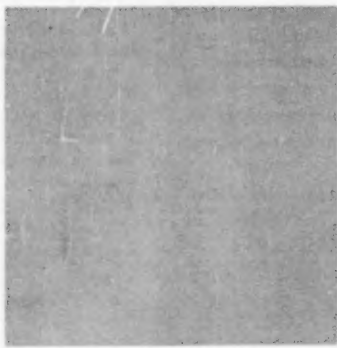
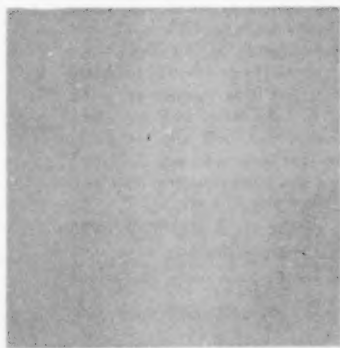


MAY 1953

Sandy beach within a stone's throw of the dormitory where those attending the AFT Summer Workshop will live (see page 16).

The American Teacher



PRESIDENT'S PAGE

The Way It Looks from Here

BEING president of the AFT is an exhilarating, exhausting experience. With each succeeding day comes fuller realization of the scope and significance of our organization.

During the past year I have visited over 300 of our locals across the country from coast to coast. I shall always remember with gratitude the gracious hospitality and kindness extended to me everywhere by local officers, program committees, and union members.

In every area, in every city, special effort was made to meet with and address central labor councils, boards of education and school administrators, PTAs, and civic and professional groups. The response we have received has been encouraging. The citizens of America—particularly the fathers and mothers—are becoming aware of the crisis we face in education. The AFT, giving voice and expression to the classroom teachers of America, is telling that story forcefully and vividly. We must now, with renewed courage, actively project our program to secure wider areas of positive cooperation between school and civic groups.

A recent news item states that the board of education in one of our large cities has a help-wanted sign out for 800 new teachers for September 1953. What a stimulus that recruiting program would receive if boards of education would do everything in their power to make teaching attractive and vigorously oppose the enactment of legislation which would harass and intimidate teachers, such as bills to weaken or destroy teacher tenure, or to require unnecessary loyalty oaths. It is part of our program to awaken in school boards and administrators a realization that it is a part of their responsibility to assume leadership in this direction.

Streaks of sunlight through the dark clouds everywhere bring hope and encouragement:

1. The whole-hearted cooperation of our vice-presidents in promoting our activities and stimulating and increasing our membership.

2. The hard work, the time and energy and devotion which our officers and members so freely give to promote the sound professional program of our locals.

3. The outstanding work of our legislative representative in many states, particularly in preventing undesirable school legislation.



CARL J.
MEGEL

4. The increasing number of school superintendents and administrators who have attended meetings sponsored by our locals and have given understanding consideration to our objectives.

5. The responsible citizens who are beginning to question the irresponsible attacks upon teachers and schools.

6. The awakening realization among teachers that through the labor movement they can find a solution to the problems that confront American education today.

7. Most of all—the continued and increased help and support from our friends in the labor movement. The progress we have made in Providence, Camden, Superior, Rockford, and elsewhere could not have happened without the help of the labor movement. The present attitude of labor leaders was well expressed last December by Joe Lambiotte of Rockford when he said in addressing the Rockford Board of Education in behalf of the Rockford Federation of Teachers:

"You cannot expect to get or to hold competent teachers with the kind of salaries you are now paying. I am a labor leader but I am also a parent. I want my boy to have good schools to attend and to be taught by efficient, happy teachers. This is my first board meeting, but it will not be my last. I've learned a lot tonight. Now we say to you members of the board of education: 'See to it that these teachers get better salaries. If you need to raise taxes, we'll pay them. If you need a referendum vote, we'll help you get it. But you must provide the leadership and we'll help you. If you do nothing about this situation, then we'll see to it that we get board members who will.'"

These are some of the signs which point to a new day for American education.

MAY 1953

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Teachers' Unions on the March Throughout the World

FROM February 12 to March 15, 1953 Mrs. Kuenzli and I had the privilege of flying around the world on a vacation trip on behalf of the International Federation of Free Teachers Unions to visit teachers' unions in several nations. The major objectives of the trip were to strengthen teacher unionism throughout the world and to obtain, from conferences with teacher union officials in other countries, information which would be of value to the AFT in serving its members in the United States.

The most important overall impression gained in this circum-global trip was that teachers' unions are "on the march" throughout the world. The entire trip, in fact, seemed to be a documentation of the philosophy that affiliation of teachers with organized labor is the only practicable means of protecting the rights of the teachers and protecting the schools from those who attack education for selfish reasons.

Teachers' unions in Canada and Alaska

In British Columbia the teachers are practically 100% organized in the Canadian Labor Movement. The teachers of Nova Scotia also voted recently to affiliate with organized labor.

In Anchorage, Alaska we had the pleasure of presenting a charter to a large new AFT local. This is the second local in Alaska; a local has existed in Ketchikan since 1944. In several other cities of Alaska there is interest in organizing AFT locals.

Japanese teachers take effective action

In Japan we spent several days assisting the Japan Teachers Union, on behalf of IFFTU, in a battle against an undemocratic "New Education Bill" which would practically have destroyed the union. The public opinion aroused by the Japan Teachers Union against the bill was partly responsible for the recent fall of the Yoshida cabinet, which was rapidly leading the nation back to prewar dictatorship.

On February 28 I had the pleasure of addressing a union-sponsored mass meeting of 40,000 persons who had gathered to protest the



ANTONIO DA VILLA, National Secretary of the Italian Elementary School Teachers Union, greets AFT Secretary-Treasurer IRVIN KUENZLI at the headquarters of the Italian teachers' organization in Rome.

dictatorial education bill. While this battle has not been completely won, the obnoxious education bill is dead—for the present, at least. And even if the Yoshida cabinet is reinstated, it is doubtful whether the education bill will be revived in its original form.

This significant victory of the Japan Teachers Union is of great importance to the AFT. Non-union teachers' organizations in the United States, with the cooperation of part of the occupation forces, made every effort to crush the Japan Teachers Union, which has approximately 450,000 members and is the largest trade union in Japan. Since an attack on a teachers' union anywhere is an attack on teachers' unions generally, the AFT and IFFTU wanted to assist the Japan Teachers Union in its battle against the forces which would destroy it.

Teachers in India show interest in unions

Leaving Japan we flew to India, where there is a strong movement toward teacher unionism. We had conferences with a number of teacher groups who were keenly interested in establishing a national teachers' union in India. We have sent them AFT literature to assist in establishing such an organization.

Democratic forces working in Egypt

After leaving India we flew across Iran, the Persian Gulf, and the Arabian desert to Cairo, Egypt. While Egypt is now under a military dictatorship, there seem to be certain democratic forces at work within the government which give hope for the creation eventually of a democratic society devoted to the welfare

of the people. If such a society should develop, a national labor movement and a teachers' union will be part of the democratic structure.

In Cairo we had a delightful and educationally profitable trip to the Pyramids and the old city of Memphis with Dr. George Axtelle, a member of the AFT Commission on Educational Reconstruction, who is teaching under a Fulbright assignment in the American University in Cairo. A fervent exponent of the democratic way of life, Dr. Axtelle is an able educational "ambassador" in this ancient land which, among the crumbling ruins of dictatorship, is seeking the light of liberty.

After leaving Cairo, we flew by way of Beirut, Lebanon, to the Arab side of Jerusalem, where we visited points of historical interest and conferred with many Arab citizens concerning the problems of that distressed country.

"No-man's land" in Jerusalem

Through arrangements previously made by the U.S. Embassy, we were permitted to pass through the Mandelbaum gate of Old Jerusalem and to cross "no man's land" from the Arab side of Jerusalem to the Israel side. There in the street at the border of "no man's land" was a delegation from the Israel Teachers Union and the Histadrut Labor Movement to meet us. To Mrs. Kuenzli they gave a beautiful bouquet of huge gladioli to symbolize the beauty of new Israel built largely from the sands and rocks of wasteland and desert. After we had visited the Israel section of Jerusalem, one of the officers of the Teachers Union drove us to Tel Aviv on the shores of the Mediterranean, where the Union office is located.

Israel teachers almost 100% organized

The teachers of the new state of Israel are practically 100% organized in the Histadrut—

the general labor organization of Israel. The general secretary, Mr. A. Yellin, addressing a group of Arab teachers, stated that this organization, which affiliated with organized labor in 1948, had accomplished more in its one year as a union than it had accomplished in thirty years as a non-union association. We visited schools, hospitals, cooperative housing projects and homes, and resettlement camps which are controlled by the Histadrut. It is probable that no labor movement in the world has ever entered so actively into the building of a nation as the Histadrut in Israel. Certainly no nation in the world has carried out so impressively the AFL motto, "Labor Omnia Vincit."

Almost 100,000 in Italian Teachers Union

From Israel we flew across the Mediterranean to Rome. One of the most important developments in teachers' unions since World War II is the growth of the Italian Teachers Union. The Union has approximately 100,000 members and represents 75% of the eligible teachers. When we landed in Rome on March 12, a delegation of officers and leaders of the Union met us at the airport with a huge bouquet of roses which they said symbolized Italy in the springtime. On March 13 we met with officers and leaders in the Union at the offices of the organization in Rome and then went to visit a beautiful home for retired teachers which the Union had just constructed on one of the most scenic hills in Rome. The happy group of retired teachers in the home declared: "This is the entrance to Paradise." The group gave a reception for us and shouted: "Long Live the Union!" when we made brief talks to them. Some of the retired teachers said: "We hope that the great success of our home will lead to the establishment of similar homes in America." The

Officers of the Italian Elementary School Teachers Union extend a cordial welcome to IRVIN KUENZLI, AFT Secretary-Treasurer and President of the International Federation of Free Teachers Unions. In the group are: NICOLA ROMANAZI, IRENE BRINATI, ANTONIO DA VILLA, IRVIN KUENZLI, AUGUSTO PAPI, and RUGGERO ISCA.



union enthusiasm of this group of teachers was an inspiring experience.

Action by ICFTU and IFFTU

Leaving Rome we flew to Brussels, Belgium, where we had a long conference with General Secretary Oldenbroek, of the International Confederation of Free Trade Unions, regarding the teacher union crisis in Japan and the serious situation in Tunisia, where the general secretary of the Tunisian Federation of Labor, Mr. Messadi, who is also president of the Tunisian Teachers Union, has been imprisoned. Officers of the ICFTU planned to call on the Premier of

France in an attempt to secure Mr. Messadi's freedom. Officers of IFFTU planned to call on the Foreign Minister of France for the same purpose.

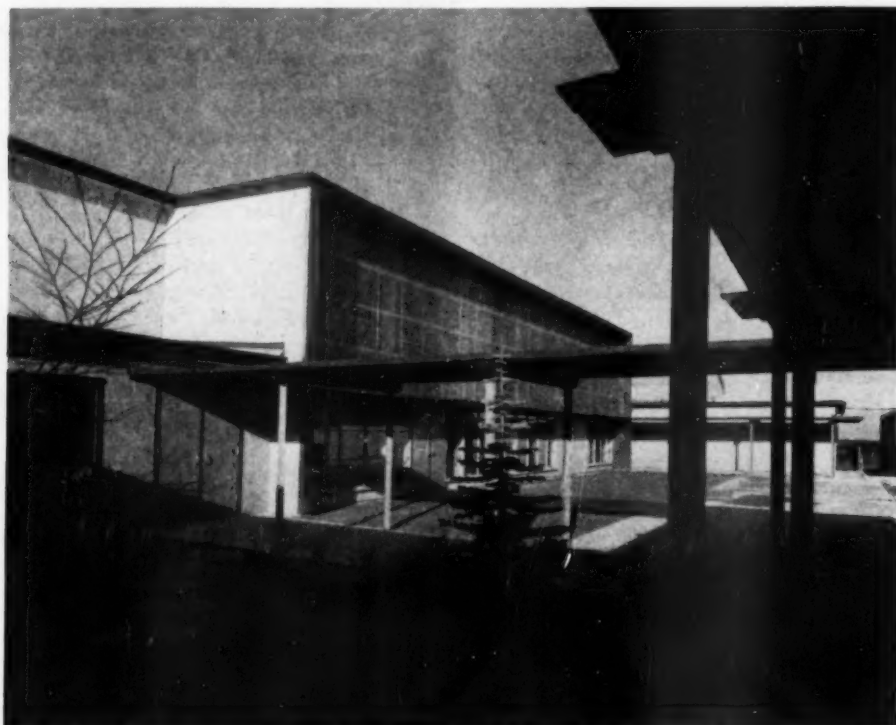
At a meeting of the Executive Board of IFFTU in Brussels, resolutions were adopted protesting the undemocratic education bill in Japan and the imprisonment of Mr. Messadi of Tunisia. Another resolution was adopted protesting irresponsible and ill-founded attacks on the academic freedom of teachers. Plans were also made for the IFFTU Workshop for Union teachers in Neuchatel, Switzerland, July 18-25.

Prize-winning School Design

By RALPH W. ANDREWS

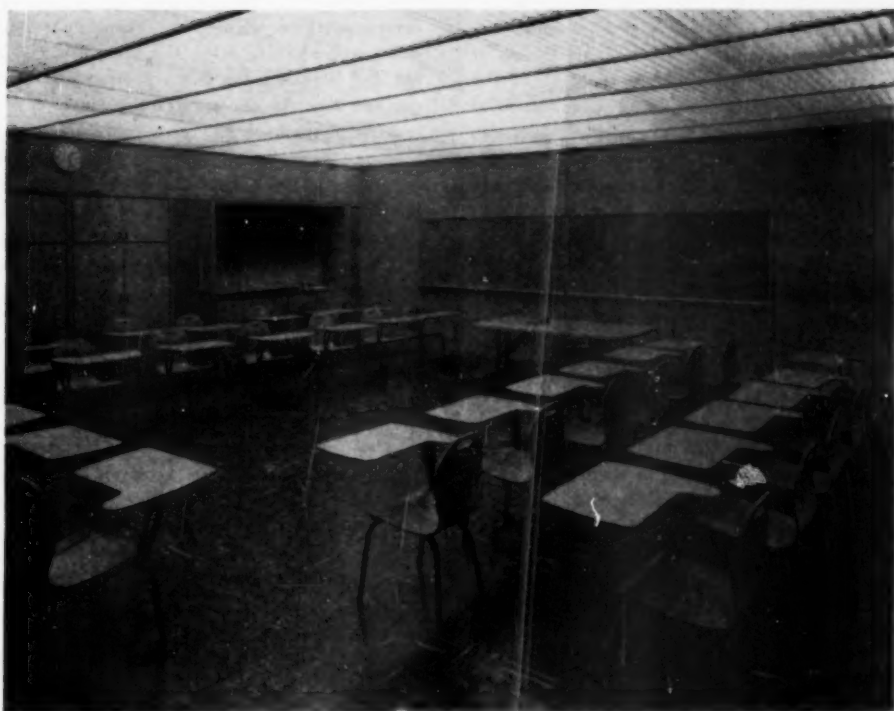
ARE THE faults in the design of most classrooms finally being recognized? How dependent are teaching standards on the phys-

ical school plant? What enlightenment along these lines is coming to school boards and education authorities?



From the administration office of Foster Junior-Senior High School one can see the school auditorium, the upper wall of which is made of light-admitting green plastic.

Photos by PEYTON PHILLIPS



Classrooms are highly adaptable because of the movable seats and partitions, the even lighting, and the sinks, which are placed every 30 feet and are easily convertible into book shelves or lockers.

Questions of this sort are being asked as national attention is being focused on an innovation in school buildings, the Foster Junior-Senior High School, located in King County, Washington, near Seattle. For his achievement in designing a school building in which the physical and mental well-being of pupil and teacher is the chief consideration, the architect, Ralph Burkhard, was awarded first prize in national competition by the American Association of School Administrators. Architect Burkhard was given a free hand to produce a highly functional plant which would overcome many of the faults found in most school buildings. He was able, therefore, to achieve a pleasant environment, with highest adaptability, excellent lighting, and classroom equipment arranged in a way that is beneficial to health and conducive to the best work, since it allows a wide variety in the grouping of children for all types of study.

One of the most important features of the Foster School is the shadowless, glareless,

daylight illumination. The light in the classrooms comes from above, the natural source position, since the eye is built to receive light from that direction. The light enters through roofs made of translucent plastic strips and corrugated cement asbestos. Daylight is used 100% of the time—high level, diffused daylight controlled while passing through a processing chamber formed by the plastic roof and the ceiling eight feet below. Control of the light is accomplished by louvres—parallel metal fins, painted white, which open and close as a unit. Daylight passing through the openings acts upon a photo-electric cell just above the ceiling and thus automatically starts or stops a silent electric motor.

Adequate and even lighting assured

Children can face in any direction without looking into harmful glare, for the light penetrates uniformly into every part of the room. The windows, which are low, function mainly to provide a view of play areas and for display purposes. Side glare from windows and other

light-admitting materials is at a minimum because of the high-level light inside the room and the wide overhang of the roof above the windows. On especially dark days artificial light is used as a supplement. For black-outs during the day, the teacher may close the louvres by means of a wall switch and may pull the draperies across the windows.

Foster School teachers find that the overhead lighting allows them to group and orient pupils as they like—for forum discussions, lectures, or small study groups. Says the home economics teacher: "With our new lighting system the girls are always in a good light anywhere in the room. No matter what position they're in, there are no dark spots. Both teachers and children are finding many advantages in this new type of classroom—all of which improve study, behavior, and character."

In the gymnasium, which is one of the largest in the state, the overhead daylight is diffused by sound-absorbing material hung on wires which also hide artificial light. A power-

driven partition divides the gymnasium into two parts, one for boys, the other for girls; but the partition can readily be folded into one end to make one very large room.

After the school had been in use for two months, the principal, Harold Best, rated it as most practical. "Natural overhead light automatically controlled is a great step forward, allowing the teacher to use the room for many different purposes," he said. "With movable partitions, sinks, cupboards, and lockers interchangeable between rooms, they can be adapted in many ways. The basic design, with central corridors opening on outside walkways, gives each room complete privacy with no inner traffic noises or voice confusion."

All utilities—plumbing, electricity, heat, and water—are contained in a central core running the length of the classroom wing. The total cost for the building was just under a million dollars, at \$12.91 per square foot, an amount considered by authorities to be remarkably low.



The daylight coming through the translucent plastic ceiling is of special importance in the home economics laboratory, since shadows are eliminated and the light penetrates to all parts of the room.

The Camden Story

THE CAMDEN story welds another link in the chain of accomplishments for teachers under the leadership of union teachers supported by union labor. This story could not have been written except for heroic leadership, hard work, and continuous effort against great odds by the Camden County Federation of Teachers, AFT Local 449. In reporting the remarkable achievements of the local, special tribute should be given to the president of the organization, William Paul, to Jacob Zahn and Grant Harden, past presidents, and to Joseph McComb, president of the Camden Central Labor Union.

At the beginning of our story, not only were the Camden teachers underpaid, but their salary schedule was meaningless, since no one was receiving the salary to which he was entitled according to the schedule. In fact, some teachers had been teaching more than 30 years, and still were not receiving the maximum salary in the schedule.

The climax of the story was reached in February, 1953, when the Camden Board of School Estimate adopted a new schedule which provided for annual increments of \$200 and maxima of \$4,800, \$5,200, and \$5,600 for the bachelor's, master's, and doctor's degree, respectively. Coupled with this new schedule, which represents increases in maxima of \$1,000 or more, plus larger increments, was the adoption of a union proposal which in three years will place every teacher on his proper salary level in terms of his years of experience. Some teachers will receive increases of up to \$3,000 over the three-year period.

Unfair contract in 1947

To report the events leading to this achievement, we shall go back to 1947, when, after seemingly endless negotiations and public demonstrations and over repeated protests by the teachers' union, a salary package plan was forced upon the teachers by the board of education. This plan included merit rating, perpetuation of the existing salary inequities, and a clause specifying that the teachers could not reopen negotiations for five years. Local 449 protested vigorously the unfair provisions of this policy, but the control by the dominant political

machine in Camden was so tight that all objections were brushed aside. The school board and city officials refused to consider the teachers' problems, asserting that the teachers were bound by the five-year "agreement."

This apparent impasse continued until the Camden Central Labor Union took a hand. The CLU could take action because it was not a party to the five-year agreement, as the teachers were. Under the capable leadership of President Joseph McComb the CLU demanded salary increases in behalf of the teachers. The non-union Teachers Association professed to be shocked by this action, and its leaders urged the teachers to abide by the five-year clause.

Finally, however, the intervention by the local labor officials brought about some relief for the hard-pressed teachers. In 1951 the school board, with the approval of the city administration, adopted a new salary schedule and a program of partial "adjustments" which paid teachers for previous service in proportion to their years of experience.

"Unity" drive by non-union organizations

As a result of the union's continual protests and their presentation of a constructive salary proposal, Local 449 emerged from the negotiations which resulted in the 1951 salary adjustment with a clear majority of the Camden teachers as members of the union. Although many of these teachers still retained their membership in the non-union association, the prestige of the union was at an all-time high. This situation was intolerable for the leadership of the non-union organization, which immediately

CEREBRAL PALSY INSTITUTE

JUNE 29-JULY 10, 1953

The Coordinating Council for Cerebral Palsy in New York City Inc. announces its third professional Cerebral Palsy Institute for qualified physicians, nurses, physical, occupational, speech therapists, social service guidance workers and teachers, to be given June 29-July 10, 1953.

The Institute this year will be pointed up to the related problems in the area of speech disabilities relative to the cerebral palsied, and will be given in cooperation with the Speech and Hearing Department at Brooklyn College, Brooklyn, New York.

Eminent lecturers, authorities in their field, will participate. The Institute will include lectures, clinical demonstrations, movies and seminars.

For further information write to

MISS MARGUERITE ABBOTT, Executive Director
Coordinating Council for Cerebral Palsy, 509 Madison
Avenue, New York, New York

began a program to reduce the now dominant AFT union to a subordinate position under the guise of "teacher unity."

Representatives of all teacher organizations were called together by the superintendent of schools. From this meeting came what was called the "United Teachers Salary Committee," although the union did not participate in it. A member of the school administration became the leader of the non-union forces. Field representatives of the state education association came to Camden to assist. A "Citizens Action Committee" was formed, composed largely of the city's political dissidents. An attempt was made to rally parent-teacher groups to the non-union cause.

In Camden, as in most New Jersey cities, the school board is appointed by the mayor and the school budget must be approved by the city administration before it can go into effect. Under the drive of the non-union forces, however, the Camden school board was misled into thinking it could successfully challenge the legal and political authority of the Camden city administration.

In the spring of 1952 the school board adopted a salary program proposed by the non-union group and asked the city for money to put it into effect. This program called for increased salaries for teachers, but even greater increases for administrators. Nevertheless, following the bait held out by the non-union group and the school board, the teachers began to desert the union. Despite the dwindling membership, however, the union fought on, and the soundness of its position became evident when the city administration rejected completely the proposals of the school board and the non-union group.

Union program finally adopted

After the rejection of the school board plan in the summer of 1952, the Camden schools were continually disrupted by confused, almost chaotic, conditions. The teachers had been led to expect so much by the non-union leadership, and the result had been so little, that the teachers vented their frustration in unauthorized "sick" days and public demonstrations. During this period it was practically impossible to present the facts of teacher problems in any sort of rational atmosphere.

Although the union plan was compared point by point with the rejected non-union proposal

and was shown to give more benefits to teachers, abuse was heaped upon the leaders of the local. At one point, in an attempt to discredit the union, a petition containing the signatures of a majority of the teachers was presented to the school board. There is good reason to believe that the school principals played a major role in soliciting these signatures.

The union held firm, however, and AFT President Carl Megel was called in to lend his assistance. With Joseph McComb, William Paul, Jacob Zahn, and Grant Harden, Mr. Megel conferred with the mayor. "If every teacher could have heard the forceful statement made by the President of the Central Labor Union," reported Mr. Megel, "all doubts of the support given education by American labor would be removed. Instead, teachers would fully appreciate the contribution and consistent support of the American Federation of Labor. I feel quite certain that as a result of this meeting the mayor will use his efforts and influence to make satisfactory adjustments in the salary schedule."

Labor support proves deciding factor

The union carried its program to the teachers in printed statements. David Selden, AFT field representative, spent many days providing invaluable assistance, offering advice, and meeting with labor officers, school board members, and the mayor. Local labor officials called for action by the mayor, and there can be no doubt that their support was the deciding factor in the struggle, for a majority of Camden's voters belong to labor unions.

The end of the long struggle came with dramatic suddenness. The mayor called representatives of teachers and labor to a conference. After three hours of detailed discussion of the union plan versus the non-union plan, the mayor declared in favor of the union program, even though it called for approximately \$330,000 more over the three-year period than the non-union plan.

Formal enactment of the new salary program was swiftly accomplished. At a subsequent "victory dinner" a city commissioner stated that he hoped he had heard the last of the teacher salary problem. Joseph McComb, CLU president, quickly stated: "We don't work that way. We reserve the right to come before the proper officials with salary or other proposals at any time, and it will be your duty to judge our proposals on their merits."

High School Students from Kenosha and Mobile Exchange Visits

By CAROL ANN BLOXDORF

Miss Bloxdorf is one of the Kenosha students who participated in the student exchange.

IT'S a strange and wonderful thing to be an American. We have more freedom and privileges than any other people in the world. But we also live in a big country, tremendous in size, and divided geographically and historically into the North, the South, the East and the West. There is a need for us to become better acquainted with sections other than our own. What better way could there be to accomplish this than through travel and through living as a member of the family in a home in a different section? Also, as future adults we need an experience like this to help us under-

stand the democracy which is ours to preserve. From all of this came the idea of the student exchange. In this article I'll describe the Kenosha-Mobile experiment.

Foresight is needed in the early months of planning, so that mistakes can be prevented during the actual exchange. In our case, we provided an excellent example of the blind leading the blind. As our high school had never participated in an exchange before, it was all on the slightly new side. The first step was to get an official "O. K." from the school board officials to arrange an exchange.



Students from Mobile arriving in Kenosha were welcomed with music and led from the station by Carol Bloxdorf, Kenosha student who wrote this article.



Students from Mobile inspected the Nash-Kelvinator plant in Kenosha. They are seen here looking at a new car at the end of the assembly line.

Then feelers were sent out to various high schools in the South. Murphy High school in Mobile, Alabama, was the first to answer and show interest. It became our final choice, because Mobile presents a contrast to Kenosha in location, climate, historical background, and type of city. (Kenosha is an industrial city, and Mobile is a port.)

The faculty committee* decided to send thirty students and two faculty advisers on the trip. The students who were interested filled out applications which stated that they held a "B" average, would be able to afford the estimated seventy-five dollars for the trip, and would be willing to welcome a Southern boy or girl as a member of the family for two weeks. A faculty committee screened the applications and a drawing was held. The names of eight senior girls, eleven senior boys, seven junior girls, and three junior boys were drawn. Of the eight senior girls, three were selected beforehand—the editor of our annual, and two who would act as reporters. Alternates were also drawn. We felt this was the most democratic way to select the group.

The lucky students were given information blanks to fill out. These blanks were also sent to Mobile, because the faculty committee felt that the information would help us to match

the students who would stay in each other's homes. The blanks asked questions concerning hobbies, age, habits, father's occupation, number of brothers and sisters, and religion, for we wanted to fit the Southern students into homes as much like their own as possible.

The dates were set. Mobile would visit us in October, our season of brisk, fall weather, football games, changing autumn leaves, and, possibly, snow. We would visit them in the last part of February, their season of early spring weather, the azalea and camellia season, and Mardi Gras time.

We start the work with enthusiasm

The groundwork was laid before summer vacation. The summer provided an excellent opportunity for many of us to earn the money which we would need for the trip. With the resumption of school in the fall the ball really started rolling. Of course, there were two things we would definitely need, work (the hard kind) and co-operation. Everyone was so enthusiastic about the exchange that we had little trouble with these two important factors.

Then came the great day, and we found ourselves a little afraid. Would the students from Mobile like us and enjoy themselves? There was no cause for worry. We took to each other as ducks take to water. We made their two-week stay here educational as well as social.

*All the members of the faculty committee are members of AFT Local 532.

They toured the Nash plant here in Kenosha, the Johnson Wax Company in Racine, and spent a day in Chicago, where they saw the Merchandise Mart and China Town, shopped in the big department stores, and participated in a live television show. The social side included a large welcome assembly in which about one hundred students took part, a picnic, a carnival-dance which had a committee of almost two hundred working in it, a welcome reception, and various private parties. The service clubs also entertained the guests at noon luncheons. The Mobile students attended classes a good part of each day.

The two weeks pass quickly

At the end of the two weeks, laden with suitcases and memories, our new found friends left for home. They had spent a quick two weeks which had given them a birdseye view of life in the North. They had eaten typical Northern foods, learned the history of a fairly typical Northern city, and rubbed shoulders with many Yankees. They discovered differences between our educational system and theirs. They completed a never-to-be-forgotten two weeks.

As February drew near, we began to get very excited about our approaching trip. When

the day finally dawned we were all "rarin' to go." We arrived in the middle of the Mardi Gras festivities, a spectacular sight. We saw beautiful Bellingrath Gardens and attended classes at Murphy High School. We were guests of various service clubs. The intricate details and mechanics of operating a large bank were explained as we toured the Merchant's Bank of Mobile. We marveled at the smoothly run, efficient Mobile Infirmary, and spent a windy day on a boat trip on Mobile Bay. We visited the State Docks and the Waterman Building. There were parties, and some of us even went swimming in the Gulf of Mexico. New Orleans welcomed us for a weekend visit. We Northerners fell in love with the French Quarter and the Cathedral of Saint Louis. We even ate French doughnuts and drank French coffee at the old French Market. Oh, it was a fabulous two weeks!

We were a sad and tearful group as we waved goodbye from the last car of the train which was swiftly carrying us away from Mobile. Our brief stay in the deep South had been much too short, but had left us with many lasting impressions. The Southern fried chicken and sea foods, the gracious hospitality, and



The Kenosha and Mobile exchange groups toured the Brookley Air Force Base in Alabama. They are shown here inside a cargo plane.



This photograph shows the Kenosha students ready to tour Mobile's harbor by yacht as the guests of the Alabama State Docks.

the slow, Southern drawls will long be remembered. We had been given a taste of life in a Southern city, and we liked it. Though some of their customs, quite a bit of their climate, and all of their history were different from Kenosha's, we still enjoyed ourselves. The discovery that people are the same all over was new but not startling.

We learn through actual experience

The exchange idea is the sign of a progressive feeling on the part of educators. Some do not approve, however, because they feel that it is nothing more than a chance to take a vacation from school and studies for a short while. Speaking from a personal point of view, I feel that it has been one of the most valuable experiences in my life. I learn through actual experience, as do many of my friends, much better than by any other method. That period of two weeks was like taking a short course in history, geography, economics, family relationships, good will, and—above all—*independence*.

I learned the history of Mobile from the residents and visited several beautiful ante bellum homes. I traveled farther in those two weeks than I had in my whole seventeen years. I learned how to handle my own money and found that it can be spent like water. I was

a member of a family other than my own and became the very fortunate victim of Southern hospitality at its best. It wasn't hard being the victim. I became a part of the bond of friendship and understanding which was formed between the North and the South. I was completely independent of my family and had to make decisions by myself. I was on my own, and I liked it. I grew up, not physically but mentally.

One of our main jobs was to tell the Mobilians what our city was like. We did this in our Southern homes, in our classes at Murphy High School, and at the various civic clubs which entertained us. We also gave them our impressions of Mobile. In doing this we met many people and made many friends, shared many experiences, and thoroughly enjoyed ourselves.

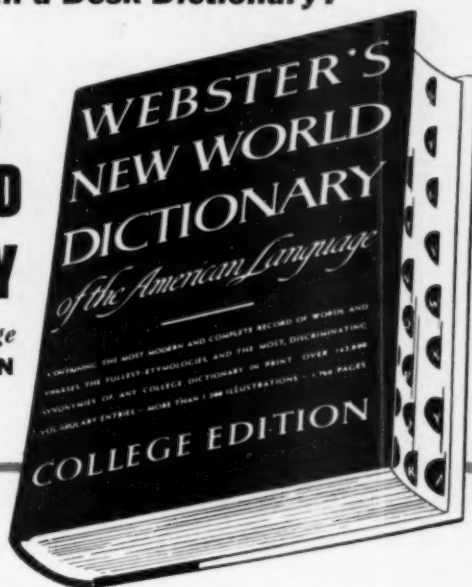
The friendships will continue

The friendships which we made in Mobile will continue in the years to come, and we'll be able to say that we were the group that forged the bond of good will between two high schools, Mary D. Bradford and Murphy; two cities, Kenosha and Mobile; and two sections, the North and the South. Truly, it is a strange and wonderful thing to be an American and live in a country such as ours.

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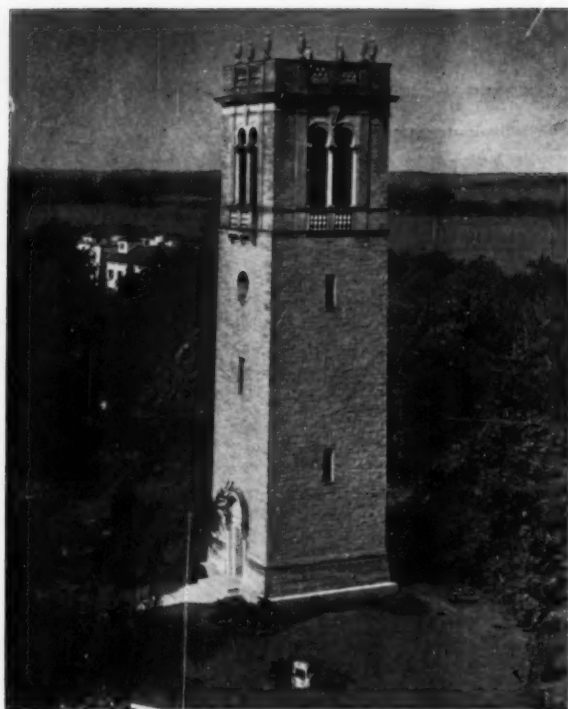
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Tenth Annual Combines AFT

LEFT: Carillon Tower on top of "The Hill," from which one may get an exceptionally fine view of Picnic Point and of the sunset over Lake Mendota.

RIGHT: Air view of the campus of the University of Wisconsin, where the AFT will hold its tenth annual Vacation Workshop, June 28 to July 10.

IF YOU would like to take a more active part in AFT work but feel that you are not well enough informed concerning the labor movement in general and the AFT in particular, you will find just the kind of help you need at the AFT Vacation Workshop, to be held at the University of Wisconsin School for Workers, Madison, Wisconsin, June 28 through July 10. At the same time you will have the opportunity to enjoy all sorts of recreational activities in pleasant surroundings and with congenial companions.

If you are an officer of your local or state federation, you may have found that you need a better understanding of the philosophy and practices of trade unionism. You may have realized that lack of information has handicapped you in your efforts to obtain better salaries or working conditions or in meeting attacks on labor or the public schools. The workshop will give you the best opportunity to fill in the gaps that you have discovered in your background.

Perhaps you are a chairman or member of one of the important committees in your local or state federation and have found that you are

inadequately prepared for the work which you feel you should do. Your attendance at the AFT Vacation Workshop will enable you to make a far greater contribution to the work of your committee.

The program for the workshop has been planned with a view to offering the greatest assistance possible to AFT members who are in situations such as those described above. Here is an outline of the program:

8:00—The History and Philosophy of the American Labor Movement

JACK BARBASH

9:00—The Current American Scene

PROF. DAVID FELLMAN

10:00—Problems Confronting the American Federation of Teachers

11:00—An Open Forum on AFT Problems. (Ample opportunity will be provided for questions from those attending the workshop.)

Jack Barbash was formerly Chief of the Research Division for the Labor and Education Committee of the Senate. He has also had experience as a teacher and as educational director of a union.

AFT Vacation Workshop Business with Pleasure

Prof. Fellman, of the Political Science Department of the University of Wisconsin, is one of the most stimulating liberals in the Wisconsin tradition and is an expert on the current American scene.

In the presentation and discussion of AFT problems, AFT vice-presidents will be on hand to offer valuable help in these fields:

1. AFT organization and membership drives.
2. Public relations for AFT locals.
3. Publications of AFT locals and state federations.
4. Taxation and school finance.
5. Pension and retirement programs.
6. The protection of teachers' rights.
7. AFT state federations.
8. Democratic human relations.
9. International relations.



The assistance offered by the vice-presidents will be of the most practical kind, since all of them have had wide experience in the fields in which they will give advice and suggestions.

In the afternoon, those attending the workshop may participate on a voluntary basis in a special project, or they may choose between leisure activities of their own selection and those arranged by the University and the School for Workers.

For recreation there are swimming, boating, tennis, golf, squash, baseball, bowling, billiards, ping-pong, hiking, picnicking, and dancing. In addition, the Wisconsin Players' Theatre will offer an excellent series of plays, and various trips are planned by the School for Workers.

The AFT Workshop will be housed this year in the new Men's Dormitories "over the Hill" on the shore of Lake Mendota. Conference rooms, spacious lounging rooms, and an excellent cafeteria under University management are all there under one roof. A second dormitory on the lake is available for families with children. Ample free parking space adjoins the grounds. All classes will be held on the campus within easy walking distance of the residence halls.

The officers of the Wisconsin State Federation of Labor will hold their institute at the School for Workers during the same two weeks as the AFT Workshop. Any joint meetings arranged with this group promise to be exceptionally interesting.

As announced in our April issue, the total cost for the two-week period will be \$88.50. This figure covers tuition, lodging from June 28 through July 10, and meals beginning with breakfast on June 29 and ending with breakfast on Saturday morning, July 11.

Anyone desiring further information may write to AFT's Research Director, Mrs. Florence Roehm Greve, 28 East Jackson Blvd., Chicago 4, Ill. Persons expecting to attend should

register as soon as possible. The application blank below may be used for this purpose.

An Opportunity to Study Adult Education in Denmark

TO introduce Americans to the philosophy and practice of adult education in Denmark and other Scandinavian countries, the Experimental Group was founded in 1949. Each year the Group arranges a program sponsored by a board of distinguished educators from Denmark and the United States. It is a program for graduate students. Knowledge of the Danish language is not required, but a willingness to acquire it is.

This year the Group will leave New York by ship on August 1 and arrive in Copenhagen on August 10. Each person will have the opportunity to live as a member of two different Danish families and communities and to study folk schools in Denmark, Sweden, and Norway, as well as evening schools, study groups, and workers' education.

Members attend outstanding folk schools, where they live and study for most of the period from November to May. Each person's course is determined by his interest.

Several times throughout the year all the members will meet for evaluation periods.

The cost is \$600 plus travel and personal expenses. The \$600 covers board, room, and tuition upon arrival in Denmark until May 1 within the regular Experimental Group program. Other expenses are estimated as follows: Round trip trans-Atlantic fare, \$400; travel in Scandinavia, \$100; personal expenses, \$200 to \$300.

Application and inquiries should be addressed to: **The Experimental Group, 127 East 73rd Street, New York 21, N.Y.**

I plan to attend the AFT Vacation Workshop to be held at the University of Wisconsin School for Workers, Madison, Wisconsin, June 28 to July 10, 1953.

NAME

ADDRESS

NAME OF A.F.T. LOCAL

"The idea that a people are free merely because they live under laws they may be presumed to have made is a fiction. The nearest approach we could have to a free society would be one in which a really grown-up minority were not treated like children by their intellectual inferiors."—Excerpt from "Liberty," by EVERETT DEAN MARTIN.

THE Human Relations Front

by Layle Lane

Chairman of the Committee on Democratic Human Relations



DEBITS —

Senate opposition to approval of the Declaration of Human Rights is taking the form of an amendment to the Constitution to limit the President and the Senate in their treaty-making power. Senator Bricker, sponsor of the amendment, said: "Approval of the human rights covenant would provide a constitutional base for civil legislation by the federal government even though this legislative field might otherwise be reserved to the states."

Surveys of fact-finding committees in Pennsylvania, Connecticut, and Illinois found evidences of widespread discrimination in industry against Jews, Mexicans, Negroes, Puerto Ricans, and Orientals. In Pennsylvania, of 1,229 companies employing more than 900,000 workers, nine tenths had some form of bias, mainly in apprenticeship opportunities, up-grading, or placement in skilled jobs. Of the 53 companies investigated in Connecticut, 8 percent hired Negroes for unskilled jobs only, while 13 percent employed them at semi-skilled jobs. Similar results were found in Illinois, where the survey disclosed that Negroes bore the brunt of discrimination, with the Mexicans, Orientals, and Jews next in order.

"The Christian Church in America has become so entangled in an acquisitive society that it is a question whether it has the strength and resources for a real contribution in the direction of brotherhood," said Dr. Stuart Nelson at the 35th convocation of religious leaders of the School of Religion of Howard University. The theme of the convocation was "The Christian Church—A Fellowship Without Barriers."

Sen. Tenney of "America Plus" is seeking an amendment to the constitution of California which would read: "All men are by nature free and independent and have certain inalienable rights, among which are those of enjoying and defending life and liberty; choice of associates, customers, tenants, and employees; acquiring, possessing, disposing of, and protecting property, and pursuing and obtaining safety and happiness."

CREDIT +

The Minneapolis Council of Churches celebrated this year the tenth anniversary of its inter-racial services. With nearly 30 cooperating organizations, among which was the AFT, through its representative, Mrs. Alice Drechsler, the event has become one of the stimulating experiences in the religious life of Minneapolis. The service is expressive of a verse from one of its readings: "Behold, how good and joyful a thing it is for brethren to dwell together in unity."

"One Great Hour of Sharing," the appeal of Church World Service for donations of clothing and funds for overseas relief, is seeking one million dollars more than last year. "The million-dollar rise in the amount being asked this year," said Dr. Fairfield, executive director of Church World Service, "is necessary to meet drastically increased needs." Thirty religious groups are cooperating in this relief effort for the "restoration of the spiritual and physical sufficiency of the stricken peoples, whatever may be their race, color, or creed."

The Indian re-location program of the Bureau of Indian Affairs in the Minnesota and Wisconsin area, headed by Kent Fitzgerald, has been successful in helping many Indians in leaving the reservations in these two states and in making a place for themselves in industry. During the first year of the plan's operation, it is estimated that the single men and women and wage earning husbands have produced nearly half a million dollars in income. The income taxes collected by the federal government on these earnings has more than repaid the initial investment of \$30,000.

A group of Latvian displaced persons who settled in Mississippi three years ago has contributed 500 lbs. of clothing to aid refugees in Europe and Asia. From farmers in Texas 3,000 bushels of wheat have gone to the Middle East for the benefit of Arab refugees, and from the Holy Land Christian Mission in Kansas City, 20 tons of clothing and medical supplies have gone to the Holy Land.



LABOR NOTES

More facts on millionaires' amendment

In 1951 total tax collections, local, state and federal, were approximately \$63.6 billion. National income during the same year was \$277.6 billion.

This means that during 1951 approximately 23 cents of each \$1 of income in the U.S. went to taxes. About 10½ cents of this 23 cents paid in taxes was paid in direct taxes, mainly individual income taxes. The remaining 12½ cents was paid in sales and excise taxes, licenses, property taxes and corporation income taxes.

All of these taxes are reflected in the cost of living to the consumer in the form of higher rents, utility bills,

admissions, telephone charges, and higher prices for everything he buys.

It is clear, therefore, that taxes on consumers were heavier than direct taxes on income in 1951.

It is no less clear that if the 25 percent limitation on personal income taxes — the "Millionaires' Amendment" endorsed by the American Bar Association in Chicago late in February—is made a part of the Constitution, direct taxes on the incomes of certain taxpayers will be less and taxes on consumers will be more.

At the present time the Federal income tax rates begin at 22.2 percent and increase to 88 percent on top bracket incomes. A 25 percent ceiling on the tax rate would mean billions of dollars loss in revenue to the Federal Treasury. This cut in income taxes would mean savings of thousands and millions to relatively few taxpayers.

But to the millions of taxpayers in the income groups below \$5,000 or \$6,000, the adoption of the 25 percent limitation would mean no reduction in income taxes and would bring certain increases in sales and excise taxes of every description.

International unions, state federations, and city central bodies should be on the alert in their opposition to the Millionaires' Amendment which has again been introduced in several state legislatures.

U.S.A. . . . Then and now

From *The Workers' Story*, the second Department of Labor Yearbook:

In 1910, more than half of the people in the United States—54 out of every 100—lived in country areas. Today, about 60 out of every 100 live in town areas, with about 30 percent of the population living in cities of 100,000 or more, and a further 20 percent in cities of from 10,000 to 100,000.

Organized labor unions have grown from 2½ million members in 1913 to between 14 and 16 million in 1952.

Increased productivity is due almost entirely to technological change, with the changeover from human and animal power to mechanical power an important factor. Esti-

mates show that in 1910 the total energy supply of the United States was made up of 1 part human labor, 4 parts animal labor, and 7 parts mechanical labor. In 1945, it was made up of 1 part human, only 1 part animal, and more than 20 parts mechanical labor.

Out of every 100 persons 14 years and over in 1910, 6 were illiterate; today less than 3 in every 100 Americans are illiterate. It is estimated that the average worker in 1910 had 8 years of schooling, compared with 11 years today.

Production in the United States was actually about 3 times as great in 1950 as in 1910, and wages today buy more than twice as much in general as they did 40 years ago.

AFL presents series of 13 TV programs

The AFL is sponsoring a series of thirteen TV programs entitled "Both Sides," presented on Sundays over the American Broadcasting Network. On the first program, Senators Hubert Humphrey of Minnesota and Homer Ferguson of Michigan discussed "Peace—When?" The offshore oil question was the subject debated in the second program, by Senator Clinton Anderson of New Mexico and Representative Samuel W. Yorty of California.

"Should Taxes Be Cut?" was the topic for the third program, with Representatives Noah Mason of Illinois and Herman P. Eberharter of Pennsylvania participating. The question for April 12 was "Should Rent Control Be Kept?" Representatives Charles C. Oakman of Michigan and Barratt O'Hara of Illinois were the speakers. On April 19, Senators George W. Malone of Nevada and A. S. Mike Monroney of Oklahoma talked on the question, "Should Reciprocal Trade Agreements Be Continued?"

"Both Sides" is seen and heard on Sundays in the following cities from 1:30 to 2:00 P.M., EST: New York, Boston, Philadelphia, Washington, Cincinnati, Cleveland, and Detroit; in Chicago from 9:30 to 10:00 P.M., CST; in Los Angeles and San Francisco from 8:30 to 9:00 P.M., PST.

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Lee W.
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Massachusetts unions offer scholarships to high school seniors

A total of \$2,250 in scholarships is being awarded to high school seniors by the Massachusetts Federation of Labor and seven affiliated central labor unions.

The state federation is awarding \$500 scholarships to the two students who make the highest grades in a competitive examination on current events, labor history, cooperatives, credit unions, and comparable subjects as taught in classes in Problems in Democracy in the schools of Massachusetts.

Central body affiliates are awarding scholarships to seniors living in their areas. The following city central bodies are offering scholarships: Brockton, \$250; Cambridge, \$100; Gloucester, \$250; Northampton, two \$100 scholarships; Quincy, \$100; Springfield, \$250; Worcester, \$100.

Competing students are eligible for both the state federation prize and an area award. Officials of public, private, and parochial schools are assisting in coordinating the program.

Rutgers University offers summer workshop in workers' education

A Summer Workshop in Workers Education Methods and Techniques will be conducted at Rutgers University, New Brunswick, N.J., from July 17 to 26. It will bring together officers of local unions, foreign trade unionists, and college students interested in finding out how to set up and participate in union activities.

Students will take part in seminars with specialists in economics, government, and workers' education methods and techniques. They will practice the methods in workshops run by themselves.

Evening programs include movies, group singing, skits, speakers from labor, government, and international agencies. Swimming, softball, tennis, horseshoe pitching, and ping-pong will be available during the scheduled afternoon recreation period. Evenings may include social dancing and square dancing.

The cost of the school, including room, board, and tuition, will be \$90.

AFT members may be interested to know that there is an AFT local at Rutgers University. Its number is 1024.

Report increased use of aptitude tests

Sharply increased use of aptitude tests in selecting candidates for apprenticeships in the skilled trades was reported by the U.S. Labor Department's Bureau of Employment Security and the Bureau of Apprenticeship.

Officials said local public employment offices in more than 20 states are now providing the tests under programs set up by joint apprenticeship committees in which both unions and employers participate.

Skilled trades for which apprentice candidates are being tested include plumbing, pipefitting, carpentry, bricklaying, tool and die making, painting, and printing. Tests for over 20 specific apprenticeable occupations have been developed by the United States Employment Service and affiliated state employment services and others are now being developed for additional skilled trades.

State employment services have found that test-selected candidates have a much better chance to complete training successfully than those chosen without the use of tests.

Studies show that at least two-thirds of the candidates who failed to make good during the training trial period could have been dropped as prospects if they had been given pre-training aptitude tests.

Wage tables aid guidance teachers

Philadelphia public school teachers have been equipped with wage tables for different jobs in order that they may be able to provide their pupils with proper employment guidance. The wage scales have been supplied by various unions, master craftsmen associations, and the State Department of Labor.

In addition to the wage information, the students are urged not to just pick out the highest paying job, but to study themselves and their talents and aptitudes in relation to the job which they are considering. Another important factor that is being stressed is that the job selected by the student should be one in which he can best serve his employer as well as himself and achieve from his daily work a reasonable source of happiness.

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BOOKS AND TEACHING AIDS



In defense of the public schools

FREEDOM AND PUBLIC EDUCATION. Edited by ERNEST O. MELBY and MORTON PUNER. Frederick A. Praeger, 105 West 40th Street, New York 18, N.Y. 1953. 314 pp. \$4.00.

Attacks on the public schools and ways to overcome them are described by thirty leaders in American education, government, and community life in this book, edited by Ernest O. Melby, dean of New York University's School of Education, and Morton Puner, author and consultant on education and intergroup relations.

James Conant, John Foster Dulles, William O. Douglas, and John Hersey are among the contributors telling of the consequences of fear, curtailment of basic freedoms, and lack of faith—three factors in encouraging attacks which, according to the editors, threaten to “hurl American education back to its Dark Ages.”

Among other contributors to this anthology are Henry Steele Commager, William H. Kilpatrick, Willard Goslin, Marquis Childs, Herold C. Hunt, and Benjamin Fine. The valid problems of public education—problems of finance, teaching of moral and spiritual values, and the like—are discussed by such authorities as Earl McGrath, Agnes Meyer, Francis Crowley, and Jerome Nathanson. One section analyzes the results of modern education and tells how today's teaching of the Three R's, of citizenship, and of human relations compares with teaching a generation ago.

Included in the volume are two articles from *THE AMERICAN TEACHER*: “Let's Weigh the Criticisms of Modern Education,” by John M. Eklund, AFT president from 1948-1952; “There's Plenty That's Right with Public Education,” by Leo Shapiro, who was director of education for the Anti-Defamation League until his death last summer.

“From New York to California, citizens and educators have seen their schools come under persistent, often violent, attack,” say the editors. “They have seen schools and textbooks charged with being subversive, with wasting money on ‘frills and fads,’ with being Godless, with supporting alien ideologies. The list is endless.

“The public schools, generally, are doing a magnificent job. Rooted in democracy, they are developing an American citizenry more enlightened than any on earth. But, more often than not, the people defending their schools have felt terribly alone—not knowing how to fight back, not even knowing if it was wise to fight back.”

Freedom and Public Education is described by its publishers as “a combat manual” for citizens and educators in that fight. “There are many legitimate criticisms of public education which educators must heed,” say the editors. “But the new brand of ‘attack’ criticism . . . can serve only to bring about the emotional and physical debilitation of our children.”

A refreshing and encouraging book to help the classroom teacher

ELEMENTARY SCHOOL GUIDANCE. By ERVIN WINFRED DETJEN and MARY FORD DETJEN. McGraw-Hill Book Co., New York, N.Y. 1952. 266 pp. \$3.75.

It is a pleasure for a busy teacher to pick up a volume on school guidance and find in it some definite procedures which can be followed easily and quickly without digging them out of a welter of confusing and high-sounding philosophy or theory. The Detjens have achieved a great service to teachers in their book, *Elementary School Guidance*. They emphasize the importance of starting a guidance program in the kindergarten and carrying it through the elementary school. They relegate the difficult cases where they belong—to the experts—and don't expect the classroom teacher to be an expert. They give the classroom teacher the helps needed in recognizing the needs of children and then spell out in definite activities that make for social growth. They attack the problems which confront every teacher at some time or other with normal children, and their emphasis is on developing normal, well-rounded personalities within the realm of normalcy. It is a refreshing book and an encouraging one. It is easily read and easily followed. It is the kind of book that you want to take to school and “try out.” I know, because I did it before I was half-way through it, and the suggestions offered brought satisfying results. Besides the many activities suggested, there are lists of books for teacher and pupil and of films available.

The important feature in the approach made by the authors in dealing with mental health is their attention to the role of the child in overcoming his own bad habits of thinking. Through their suggested activities, the teacher becomes the guide to the child's own discovery of his shortcomings and the therapy is his own participation in “the cure.” This is a completely worth-while book and would win a place in any teacher's permanent collection.

CAROL J. ZILLMAN, Local 252, Milwaukee, Wis.
President, Wisconsin Federation of Teachers

Guidance methods of individual analysis

STUDYING STUDENTS. By CLIFFORD P. FROELICH and JOHN G. DARLEY. *Science Research Associates, Inc., 57 W. Grand Avenue, Chicago 10, Ill.* 1952. 429 pp. \$4.25.

The major premise of *Studying Students* is that both teaching and counseling will be more skillful as teachers and counselors have more accurate and complete understanding of their pupils. The book is a guide to methods of collecting and analyzing information about students. Techniques and tools for gathering information are described with clarity and simplicity. The chapters which summarize the elements of educational statistics should be a useful resource for those who have not recently reviewed or used this material.

Methods for testing abilities and achievement and for analyzing interests, personality traits, and personal adjustment are lucidly described with reference to the principles involved in using such material. Devices of more recent development like the projective type tests and the sociogram are included to give this book comprehensive coverage on a fairly general level of all technical approaches to understanding pupils. The addition of this new material and the clear cut style of the book make it a particularly useful volume for the school library.

In arranging their material, the authors have wisely placed the chapters relating to observational knowledge early in the book. This placement has the value of stressing the need for personal knowledge of the student. There is sometimes a regrettable tendency, particularly in large schools, to place undue reliance on testing programs for supplying information about individuals. Tests of all sorts, assuming their reliability, are extremely valuable tools when their results are used to supplement knowledge which can be obtained only by thoughtful observations of work and behavior and by interviews with students and their families. The authors of *Studying Students* emphasize the need for balancing the information supplied by objective measures with thoughtful evaluations of background and personality.

A final section of the book is suggestive only. The task of identifying problems and counseling to help students in their solution is so much more complicated than the simplified outline provided that it is questionable whether this material should have been included at all. However, this may be quibbling, since the authors have covered adequately the techniques for *Studying Students* and this is all they planned to do.

HELEN F. FAUST, *Counseling Supervisor*
Local 3, Philadelphia, Pa.

Headline Series

Within recent months, the Foreign Policy Association, 22 East 38th Street, New York 16, N.Y., has published the following 64-page booklets, each priced at 35 cents:

AFRICA, NEW CRISES IN THE MAKING. By HAROLD R. ISAACS and EMORY ROSS. No. 91.

ISRAEL, PROBLEMS OF NATION BUILDING. By EMIL LENGYEL and ERNEST O. MELBY. No. 89.

MEXICO, LAND OF GREAT EXPERIMENTS. By HENRY ALFRED HOLMES and LULA THOMAS HOLMES. No. 94.

THE ECONOMY OF SPAIN. By SIDNEY C. SUFRIN and FRANKLIN A. PETRASEK. No. 95.

WHAT THE ARABS THINK. By WILLIAM R. POLK and W. JACK BUTLER. No. 96.

Dictionaries

DICTIONARY OF CIVICS AND GOVERNMENT. By MARJORIE TALLMAN. *Philosophical Library, New York, N.Y.* 1953. 291 pp. \$5.00. A collection of hundreds of words and expressions fully but simply defined, valuable for a clearer understanding of the operation of our national, state, and local governments. Included also are related terms from such fields as economics, labor organization, industrial relations, civil rights, and foreign and international affairs.

DICTIONARY OF WORLD LITERATURE. Edited by JOSEPH T. SHIPLEY. *Philosophical Library, New York, N.Y.* 1953. 453 pp. \$7.50. A new and completely revised edition, prepared with the collaboration of 260 scholars. This volume presents a consideration of literary criticism, literary schools, movements, techniques, forms and terms, of the major languages of ancient and modern times. It should be noted that this work deals only with criticism and the techniques and forms of literature; surveys of the literatures themselves, and brief accounts of the authors can be found in the companion work, the two-volume *Encyclopedia of Literature*.

SWAN'S ANGLO-AMERICAN DICTIONARY. Edited by GEORGE RYLEY SCOTT. *Library Publishers, Inc., 3 West 40th Street, New York 18, N.Y.* 1952. 1514 pp. \$10.00. This volume defines more than 133,000 colloquial, literary, and slang terms as used in every country where English is spoken. It includes words peculiar or restricted to the United States, words peculiar or restricted to Great Britain, American and English slang terms, and obsolete words which have historical significance or literary merit. Both English and American spellings are given where different forms are current in the two countries.

WEBSTER'S NEW WORLD DICTIONARY OF THE AMERICAN LANGUAGE. Edited by JOSEPH H. FRIEND and DAVID B. GURALNIK. *The World Publishing Co., 2231 West 110th Street, Cleveland 2, O.* College edition. 1953. 1760 pp. \$5.00 plain, \$6.00 thumb-indexed. This dictionary defines more than 140,000 words, including all the important idiomatic expressions, colloquialisms, slang, and recent additions to the vocabulary of the American language. All entries, including names of persons and places, foreign expressions and abbreviations, are in a single alphabetical listing.

As the publishers state, "it is a dictionary that recognizes its function to be that of description, not prohibition. It records actual usage; it does not assume the role of authoritarian lawgiver."

Because of the format and the kind of type used, the volume is unusually legible.



news from the LOCALS

New Indiana laws benefit schools and teachers

Ann Maloney, legislative representative of the Indiana Council of Teachers Unions, reports that the Eighty-first General Assembly of the State of Indiana passed a number of bills of importance to education.

Several of the new laws will have a direct effect on teacher welfare. One law affecting teachers' pensions provides that teachers shall pay 10% more assessment and shall receive 10% more annuity. It provides also that teachers may pay additional sums into the annuity account in order to increase their annuities.

Another act provides that teachers' tenure shall expire at the age of 66, but local trustees may employ teachers for four years longer, provided a physician's certificate of physical and mental ability is furnished.

Of special interest to many teachers is the law prohibiting school corporations from adopting residence requirements for the hiring of teachers or other employees.

Another of the legislative measures passed at the recent session permits school corporations to grant principals and other administrative personnel extra pay for work they do before and after the regular school year, and provides that this pay should be at the same rate as for the regular school year.

Among the most important of the measures adopted is the one which increases the amount of state aid for the 1953-55 biennium. The increase of \$14.7 million over the preceding biennium amounts to \$100 per teacher. However, the law does not specify how the money is to be

spent; that decision is left to local school boards.

Another of the newly enacted laws concerning school finance permits a school unit to increase the maximum tax levy from \$2.00 to \$2.25 on each \$100 of assessed valuation, and also raises the maximum total levy, including the supplemental tuition fund, from \$2.30 on each \$100 of assessed valuation to \$2.90.

In reporting the passage of the bill permitting an increase in the maximum tax levy, Wilbur Young, State Superintendent of Public Instruction, wrote: "This bill was sponsored and passed by the untiring effort of Miss Ann Maloney, legislative chairman of the Indiana Council of Teachers Unions."

The Indiana legislature also enacted a law setting the speed limit for school buses at thirty-five miles per hour and limiting their load to the manufacturer's rated seating capacity plus ten per cent. (Since the manufacturer computes seating on the basis of adults, the extra ten per cent is safe with a load of children.) A fine of \$5 to \$25 is set for violations.

Irvine Kerrison named labor adviser in Thailand

1024 NEW BRUNSWICK, N.J.—Dr. Irvine L. H. Kerrison, former president of Local 1024 and chairman of the labor program at the Institute of Management and Labor Relations, Rutgers University, has been named labor adviser to the Mutual Security Agency mission to Thailand. Dr. Kerrison has been given a two-year leave of absence.

M. Kastead speaks on TV

231 DETROIT, MICH.—In January, Miss Mary Kastead, executive secretary of the Detroit Federation of Teachers, appeared as guest of the week on Press Conference, a program presented each Saturday evening and sponsored by the *Detroit Free Press* and WXYZ-TV. "Communism in the Detroit Schools" was the subject on which Miss Kastead was questioned by three regular staff reporters.

Miss Kastead made clear the point that the New York "Teachers Union" was expelled from the AFT in 1941 and that the recognized AFT affiliate in New York is the New York Teachers Guild. She also quoted the official AFT position as stated in the resolution concerning communist teachers passed at the 1952 national convention of the AFT.

Such candid treatment of this emotional subject should greatly reduce the fear and tension of parents in Detroit.

Entertain seniors in education colleges

250 TOLEDO, O.—On March 18, the Board of Directors of the Toledo Federation of Teachers held a tea-dance at which they entertained the seniors in the colleges of education of Toledo University and Mary Mansie College.

The history of the Toledo Federation of Teachers and the importance of its affiliation with labor were ably presented by AFT Vice-President Carl A. Benson, Adrienne Curtis, and Dorothy Matheny. Among the guests were the professors in the colleges of education and members of the University of Toledo Teachers Federation, Local 934.

Improved schedule rewards two years of effort

580 LA SALLE, ILL.—The salary committee of the high school division of Local 580 has at last been successful. For two years the committee has been corresponding with their high school board, meeting with the board, cooperating with the board in their plans for redistricting the high school area; now the committee's efforts have finally been rewarded. Two marked accomplishments can be cited. First, the board and the community have come to recognize the importance of a "professional salary." Second, the old salary schedule of March 1949, ranging from \$2,500 to \$4,400 with 14 steps across the board and after 17 years' experience, has been replaced by the following schedule:

Years of Experience	B.A. 120 Sem. Hr.	M.A. 150 Sem. Hr.	180 Sem. Hr.	Ph.D.
0	\$3400	\$3600	\$3800	\$300 extra
1	3500	3700	3900	
2	3700	3900	4100	
3	3800	4000	4200	
4	3900	4100	4300	
5	4000	4200	4400	
6		4300	4500	
7		4400	4600	
8		4500	4700	
9		4600	4800	
10		4700	4900	
11		4800	5000	
12		4900	5100	
13		5000	5200	
14		5100	5300	
15		5200	5400	\$5700

While teachers recognize that no other profession is paid according to such a graduated schedule and required to work for 15 years before reaching the maximum salary, the new schedule is so much better than the previous one, that Local 580 feels the board of education has made great progress in aiding its teachers and giving them a chance to do a better job, thus improving the quality of instruction and the entire educational program in the high school district.

Fours years in AFT: \$1320 in salary gains!

1085 TAYLOR TOWNSHIP, MICH.—The Taylor Township Federation of Teachers has recently completed negotiations with their school board for an increase of \$240 for every teacher without consideration of his position on the salary schedule. In addition to this increase, the new schedule also incorporates many improvements over the old one adopted in 1949, prior to the organization of Local 1085.

The old schedule had a beginning salary of \$2,520 for a teacher with a bachelor's degree; the new schedule calls for \$3,360. The former maximum was \$3,720; now the maximum for a bachelor's degree is \$5,040; there is now an additional rate for teachers holding a master's degree, and the maximum for this group is \$5,280.

Less than four years of organization in the AFT has increased the maximum by \$1,320 and has added the schedule for the MA group.

Helping good cause is typical of organized labor

250 TOLEDO, O.—The Toledo Federation of Teachers has made a contribution to the National Child Labor Committee. The letter of appreciation accompanying the receipt included a paragraph which should gratify all union teachers. It said, "It is particularly gratifying to me to receive this gift from your union. I have always found labor ready to help in good causes, and it is a pleasure indeed to be working with you in this common cause for the children of America." The letter was signed by the membership secretary, James Myers.

Rockford area locals enjoy pot luck supper

540 ROCKFORD, ILL. — The new AFT local in Belvidere (1174) and the North Suburban Federation of Teachers (952) met jointly with the Rockford local on March 4 following a pot luck supper.

AFT members invited to language conference

At least two AFT members were among those invited by the U.S. Commissioner of Education to attend the foreign language conference held recently in Washington, D.C. The purpose of the conference was to work out a plan whereby modern languages may be taught even in the elementary school, since America's present position in the world demands articulate representatives in all parts of the world, and languages are easily and thoroughly learned in early years.

Two AFT members attending the conference were Mrs. Muriel Robinlove, of the Detroit Federation of Teachers (Local 231), and Miss Marie Dolese, of the Chicago Teachers Union (Local 1).

"Gentleman from Indiana" speaks to Local 866

866 CONTRA COSTA COUNTY, CALIF.—The seventh annual Charter Night Banquet of the Contra Costa Federation of Teachers attracted distinguished guests from both business and professional circles. There were mayors, labor leaders, school administrators, lawyers, and members of neighboring AFT locals.

After introducing these honored guests, the toastmaster introduced "the gentleman from Indiana," AFT's president, Carl J. Megel. Mr. Megel spoke on the vital role organized labor has had in American education; he urged an appreciation of the importance of the teacher's part in the preservation of democracy; and he warned his listeners to be alert in detecting sinister attacks on education.



Crowd at luncheon attests importance of Chicago conference



1 CHICAGO, ILL.—“Education for Citizenship in a Democracy” was the theme of the thirteenth annual conference of Local 1. The opening session heard a member of the City Club of Chicago discuss “The Schools’ Responsibility for Good Citizenship.” This was followed by

five panel groups considering “The Teachers’ Tools in Creating Good Citizens.” Each panel concentrated on a different age group.

At the luncheon, John M. Fewkes, AFT vice-president and president of Local 1, introduced Fred K. Hochler, executive director of the Citizens of

Greater Chicago, who spoke on “The Community’s Responsibility in Developing Good Citizenship.”

The conference, always a respected educational event in Chicago, is gaining even greater support as the years go on.

Negro History Week celebrated at Carver

964 FERNDALE, MICH. — A pageant depicting the progress of the Negro race in America was recently presented at a Negro History Week program in the Carver School auditorium for members of the community.

Members of Local 964 presented the program theme, which was “Torch Bearers of the Race.” The story unfolded four stages in the development of the race: the African heritage, the period of slavery, the emancipation, and the contemporary situation. This program was also presented to pupils during assembly periods.

On the same evening awards were presented for the two best essays on the Negro race written by pupils in the Carver School, and Miss

Elizabeth Nelson, president of 964, presented the local’s gift of books for the school library.

Effective leadership brings salary increase

540 ROCKFORD, ILL.—As a result of the effective leadership of Martha Lyon, president of the Rockford Federation of Teachers, and the help of AFT President Carl J. Megel, Rockford teachers will receive an increase in excess of the amount originally proposed by the board of education. Miss Lyon says, however, that the \$5,200 maximum, reached in 13 years, is still substantially below that of comparable systems.

Plan scholarship contest

200 SEATTLE, WASH.—Elmer Miller, president of the Seattle Teachers Union, is serving on the Scholarship Committee of the Seattle Union Card and Label Council. The group has worked out the details of the scholarship contest, which is open to all students in public and private high schools of Seattle and provides free tuition to a college of the winner’s choice.

AFT man heads CLU

679 SOUTH BEND, IND.—The South Bend Teachers Union is proud to announce the recent election of George O. Daniels, a teacher of South Bend High School and former president of the AFT local in South Bend, to the office of president of the AFL South Bend Central Labor Union.

Colorado legislature enacts new tenure law for teachers

A recent bulletin from the Colorado Federation of Teachers contains information concerning the tenure law passed in the 1953 session of the Colorado legislature. Although the Colorado Federation was able to have the original bill amended in several important respects, the law which was adopted still has some bad features:

1. It provides, in addition to a number of specific reasons for dismissal, that a teacher may be dismissed for "any other good or just cause." There is danger in the vagueness of this wording.

2. Since the law does not require that technical rules of evidence be followed in hearings before the school board, it is possible to rely on malicious hearsay in such hearings.

3. The law states that the findings of fact of the board of education shall be "final and conclusive" and that these findings shall not be set aside by any court except for "fraud, gross abuse of discretion, or the violation of any other law." There may be wide differences of opinion as to

just when "abuse of discretion" becomes "gross."

Various amendments adopted as a result of the work of the Colorado Federation of Teachers provide:

1. That principals as well as teachers retain teacher tenure.

2. That there shall be no more than a 30-day waiting period for a teacher to have a hearing (instead of the 60-day period proposed).

3. That a teacher may have organizational counsel, in addition to legal counsel, at a hearing before the school board.

4. That the teacher may choose whether he or she wants a public or a private hearing (rather than having the board determine the kind of hearing to be held).

5. That both "certification" and "training" shall be taken into consideration when a teacher is transferred from one position to another. The bill originally provided that certification or training should be considered.

6. That the probationary period shall be for three years, rather than

for four full years, as was proposed.

7. That "permanent supply" teachers shall not be used to avoid employing probationary or tenure teachers. As the Colorado Federation bulletin states, "this probably was one of the major amendments to the bill in terms of protecting the rights of all teachers to be regularly appointed on a probationary or tenure status rather than serving in a supply teacher capacity in the same classroom from day to day without benefit of retirement or tenure or sick leave or increasing steps on a salary schedule."

8. That there shall be no reduction in the salary of any classroom teacher unless there is a general reduction of the salary of the majority of teachers in the school district. This amendment should help to prevent the penalizing of one or two or several teachers by reducing their salaries.

9. That no teacher shall be discriminated against "because of race, creed, or color in the assignment to any position, grade, or school."

Philadelphia lists major projects of a busy year

3 PHILADELPHIA, PA.—The Philadelphia Federation of Teachers has had a busy year.

In November the Board of Education proposed a \$200 increase for 1953 in addition to regular increments. Local 3 conducted a campaign against financing part of the building program out of current revenue when salaries were lower than in other large cities and in suburban communities. The Board finally added another increment of \$200 to the maximum salaries as of September, 1953. Some inequities under that plan are still to be corrected.

Two years ago the Greater Philadelphia Movement recommended a longer school day to cut down the number of additional teachers needed with rising enrollment. The local began working against this proposal at once. In January 1952 the Board of Education instructed the Superintendent to prepare a plan for a half-hour longer in the senior high schools as of September, 1953. Board members, the Central Labor Union, parent groups were interviewed and sent material as the situation developed. Representatives of the local and the Central Labor Union's Education Committee appeared before the Board's sub-committee. As of

the date of this report [March 25] we know Local 3 was effective in killing the proposal of a shorter lunch period. We think now that the Board will delay adoption of a longer day and probably forget about it for a long while, at least.

Various other projects for improvement of working conditions had to be postponed until a shorter lunch period and a longer school day were no longer a threat.

In October the *Federation Reporter* attacked the propaganda in an in-service course given by Americans for the Competitive Enterprise System, known as ACES. The result was a much fairer presentation in the next course.

Representatives have served with various groups of the Fellowship Commission, the Leaders' Council, the Equal Educational Opportunities Committee, and the Council for Equal Job Opportunity. The local also is a member of the State Council for an F.E.P.C.

At a luncheon on March 14 the speakers were: President Bond of Lincoln University, who discussed the democratic traditions in early Pennsylvania history; Mr. Chesterman, chairman of the state Little Hoover Committee; Senator Silver of the Education Committee of the

Pennsylvania Senate; Mr. Linsenberg, of the University of Pennsylvania Law School and the Philadelphia branch of A.C.L.U.

The newest issue is a lowering of standards in the examinations for teachers. A brief has been sent to all members of the Board of Education before this matter comes up for a vote.

MARGARET ROOT, President
Philadelphia Federation of Teachers

West Suburban local votes increase in union dues

571 WEST SUBURBS, ILL.—By referendum vote union dues for membership in Local 571 were increased, effective with the second semi-annual payment date in 1952.

The scale of dues is graduated according to contract salaries. A graduated scale has been the policy of the local since it was first chartered by the AFT. The present scale requires a yearly payment of:

\$10 on salaries under \$3,000
\$12 on salaries \$3,000-\$3,499
\$14 on salaries \$3,500-\$3,999
\$16 on salaries \$4,000-\$4,499
\$18 on salaries \$4,500-\$4,999
\$20 on salaries \$5,000-\$5,499
\$22 on salaries \$5,500-\$5,999
\$24 on salaries \$6,000 and up

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Intergroup education	Nov. 31; Feb. 19	19
International cooperation	Nov. 25	25
International exchange of adult workers	Nov. 25	25
International relations	Oct. 28; Nov. 21; Dec. 15; Jan. 10; Mar. 7	7
Iowa, small town superintendents and teachers	Apr. 5	5
Irish Republic, education in	Mar. 14, 19	19
Iron curtain countries, labor in	Apr. 24	24
Irwin, Elizabeth	Nov. 30	30
Israel	Apr. 24, May 5	5
Labor in	Apr. 24, May 5	5
Teachers' unions in	Nov. 24	24
Italians study U.S. labor methods	May 5	5
Italy, teachers' unions in	May 5	5

J

JABLONOWER, JOSEPH, <i>John Dewey Memorial Address</i>	Nov. 12	12
Jacksonville, Fla.	Jan. 27	27
Japan	Feb. 19	19
High schools in	Dec. 25	25
Labor magazine in	Feb. 19	19
Salaries of teachers in	May 4	4
Teachers' union in	Apr. 29	29
Jarrell, Ira	Dec. 18	18
Jefferson ideal in our education	Oct. 30	30
Jewish Labor Committee	Oct. 30	30
JOY, CHARLES R., <i>There Are Two Wars in Korea</i>	Apr. 18	18
Juvenile delinquency	Feb. 18	18

K

Kastead, Mary	May 24	24
Kenosha, Wis., Exchange of students with Mobile, Ala.	May 24	24
Kerrison, Irvine L. H.	Apr. 11	11
KUENZLI, IRVIN R., <i>AFT Membership Reaches New High in 1952</i>	Dec. 16; Apr. 28	28
<i>AFL Convention Again Adopts Strong Education Program</i>	Oct. 10	10
<i>Who Is the Friend of the Classroom Teacher?</i>	Nov. 4	4
<i>Class Size and Child Delinquency</i>	Jan. 4	4
<i>The AFT Travel Program and IFFTU Workshop in 1953</i>	Feb. 4	4
<i>Federal Aid—for National Defense and the General Welfare</i>	Mar. 4	4
<i>Teachers' Unions in Canada</i>	Apr. 4	4
<i>Teachers' Unions on the March throughout the World</i>	May 4	4

L

LABB, MARGARET, <i>The IFFTU Workshop</i>	Feb. 5	5
Labor daily newspaper	Apr. 23	23
Labor education	Dec. 24	24
Labor education understanding	Jan. 21	21
Labor films	Dec. 24; Feb. 27; Apr. 26	26
Labor in Iron Curtain countries	Apr. 24	24
Labor-industry show	Nov. 1	1
Labor management	Jan. 26	26
Labor movement, contributions of	Feb. 12	12
Labor Notes	Nov. 23; Dec. 24; Jan. 23; Mar. 23; Apr. 23; May 20	20
Labor seminar	Dec. 24	24
Labor support for education	Nov. 31; Dec. 4	4
Labor support of AFT locals	Mar. 28; May 27	27
Labor unions in United States	Dec. 27	27
Lake County, Ill.	Dec. 30	30
Lambiotte, Joe	May 2	2
Landis, Joseph	Feb. 24	24
LANE, LAYLE, <i>The Human Relations Front</i>	Nov. 22; Dec. 23; Jan. 22; Feb. 16, 25; Mar. 22; Apr. 22; May 19	19
Languages, teaching of	Dec. 13, 29; May 25	25
La Salle, Ill.	Apr. 31; May 25	25
Lawrence, Carl	Dec. 29	29
Lawyers' union in Florida	Mar. 23	23
Lecture tour for IFFTU	Feb. 4	4
Legislation	Oct. 17, 20	20
<i>See also Federal aid and social security</i>		
Legislation, state	May 24, 27	27
Library extension service	Mar. 8	8

	Mo.	Pg.
Library services	Oct.	18
Life Adjustment booklets	Apr.	26
Loans, federal aid for	Feb. 18; Mar.	6
Local News	Nov. 28;	
Dec. 28; Jan. 27; Feb. 28; Mar. 27; Apr. 27; May	24	
See also Place names of locals		
Locals, publications of	Jan.	30
Lodge, Henry Cabot	Jan.	27
Louisville, Ky.	Feb.	27
Loyalty legislation	Oct.	20
Lunch period for teachers	Nov.	31
Lunchroom duty	Apr.	30
Lynn, Mass.	Jan. 27; Feb.	28
Lyon, Martha	May	26

M

Madison, Wis.	Feb.	22
Maloney, Ann	Feb. 24; May	24
Mansfield, Mike	Dec.	21
Mansfield, O.	Dec. 30; Mar. 30;	31
Massachusetts scholarships	May	21
Massachusetts State Federation of Teachers	Jan.	31
McArran Act	Feb.	2
McArran Committee	May	25
McComb, Joseph	May	9
McGrath, Earl J.	Dec.	13
McGuire, Kathleen	Feb.	24
MEANY, GEORGE, <i>Speech before the National Press Club</i>	Feb.	12
MEGEL, CARL J.		
Jan. 28; Mar. 28; Apr. 28, 31; May 10, 25,	26	
<i>Teachers' Pensions and Social Security</i>	Nov.	2
<i>The Providence Story</i>	Dec.	2
<i>A Tribute to William Green</i>	Jan.	2
<i>Another Iron Curtain</i>	Feb.	2
<i>Merit Rating—The Ghost Walks Again</i>	Mar.	2
<i>AFT Action on Communism</i>	Apr.	2
<i>The Way It Looks from Here</i>	May	2
Menninger, Carl A.	Jan.	7
Mental health	Mar.	25
Mental hygiene in teaching	Nov.	26
Merit rating	Mar.	2
Michigan State Federation of Teachers	Dec.	31
College council	Dec.	28
Migratory workers	Oct.	15
Children of	Oct.	26
Miller, Elmer	May	26
Millionaires' amendment and income tax	May	20
Milwaukee, Wis.		
Mine safety	Nov. 29; Dec. 28; Jan. 28; Feb. 30;	Apr. 28
Minneapolis, Minn.	Jan.	24
Labor-education day in	Apr.	27
Minnesota, University of	Nov.	7
Minority groups, aid for	Feb.	28
Missoula, Mont., membership drive in	Oct.	17
Missouri Valley Authority	Dec.	14
Mobile, Ala., exchange of students with Kenosha, Wis.	Oct.	17
Modern educators, goals of	May	11
Montana State Federation of Teachers	Dec.	11
Morale, staff	Dec.	11
MSA (Mutual Security Agency)	Oct. 19, 28; Feb.	19
Munsey, Lassie	Dec.	29
Murray Bill	Mar.	6

N

NAM (National Association of Manufacturers)		
Oct. 19; Nov. 9; Dec.	4	
Narcotics, facts about	Nov.	27
National defense	Mar.	4
National loyalties and the UN (United Nations)	Jan.	10
Natural resources	Oct.	24
NEA (National Education Association)	Dec.	4
Nelson, Elizabeth	May	26
New Brunswick, N.J.	May	24
New Jersey State Federation of Teachers	Dec.	11
New locals	Dec. 29; Feb. 28; Apr.	29
New teachers, welcome by AFT locals for	Dec. 28; Feb. 30,	31
New York, N.Y.		
Nov. 30, 31; Feb. 28, 31; Mar. 11, 31; Apr. 27,	30;	May 25
Newark, N.J.	Feb. 29, 30; Apr.	31
Non-English speaking children	Oct.	26
North Carolina, AFL support of educational program	Oct.	29
Norton, John K.	Dec.	20
NOVAK, BENJAMIN J., <i>I want to Be a Counselor?</i>	Nov.	10

O

Oakland, Calif.	Mar.	30
Oil, off-shore	Feb. 2, 18; Mar. 5, 7,	12
Older workers	Nov. 23; Mar.	24
Oliver, Cecile	Feb.	24
Olympia, Wash.	Nov.	28
One-room school	Mar.	19
O'NEILL, ROSABELLE, <i>Backrut School</i>	Mar.	19
Oregon State Federation of Teachers	Dec.	31

Oshkosh, Wis.	Nov.	30
Ottumwa, Ia.	Nov.	29

P

Pakistan, exchange students from	Nov.	21
Panama Canal Zone, AFT locals in	Dec. 13, 30,	
Paul, William	May	9
Pawtucket, R.I.	Oct.	29
Peace policy	Feb.	24
Peck, Raymond R.	Oct.	27
Pennsylvania, payless pay days in	Oct.	22
Pensions		
Oct. 9, 18; Nov. 2; Dec. 25, 31; Feb. 18;	Apr.	8
Peoria, Ill.	Feb.	30
Philadelphia, Pa.	May	27
Plays for girls	Jan.	26
Point Four program	Oct. 28; Nov.	25
Portland, Ore.	Nov. 31; Dec.	28
Principal, selection of	Nov.	30
Progressive education	Dec. 19; Feb.	26
Propaganda	Oct.	24
Providence, R.I.	Nov. 30; Dec.	2
Psychology, educational	Jan.	26
PTA (Parent-Teachers Association), relations with	Oct.	30
Public Affairs Pamphlets	Nov.	19
Public education, attacks on	Nov. 6; May	22
Public education, support of by general taxation	Nov.	5
Public employee and social security	Apr.	8
Public office, AFT officers in	Oct.	29
Public school construction	Mar. 6; May	6
Publications of locals	Jan.	30

R

Racine, Wis.	Nov. 29; Dec.	30
Reading critically	Mar.	25
Red Cross first aid course	Nov.	30
Rejection rate, army	Mar.	5
Resolutions, AFT convention	Oct. 17, 30	
Retarded child	Jan.	25
Retired teachers, home for	May	5
Retired teachers' pensions in Chicago	Nov.	31
Retirement benefits	Oct. 9; Apr.	8
Retirement funds	Mar.	23
Retirement village	Mar.	24
RIDEN, NEAL JR., <i>The Public Employee and Social Security</i>	Apr.	8
Rights of teachers	Oct. 19; May	27
River Rouge, Mich.	Nov. 30; Dec.	30
Robinlove, Muriel	May	25
Robinson, N.Y.	Feb.	31
Rockford, Ill.	May 2, 25,	26
ROONEY, PHILIP, <i>They Attend Europe's Largest School</i>	Mar.	14
Root, Margaret	May	27
ROTHMAN, ROBERT, <i>Slona, Friend</i>	Feb.	9
<i>Getting Married</i>	Apr.	21
Rust, Ben	Jan. 30; Mar.	27
Rutgers University Federation of Teachers	May	24
Rutgers University Summer Workshop	May	21

S

Safety conditions in schools	Apr.	12
Safety education	Dec.	24
Safety program	Nov.	28
Salaries See Teachers' salaries		
SALKIND, CHARLES, <i>What Are the Goals of Modern Education?</i>	Dec.	18
San Francisco, Calif.	Jan.	26
Schenectady, N.Y.	Jan.	28
Scholarship to AFT summer workshop	Feb. 16; Apr.	30
Scholarships	Oct. 14, 28, 30; Nov. 30; Jan. 27;	
Feb. 16; Mar. 6, 23; Apr. 16; May 21,	26	
School board procedures	Dec.	26
School buildings		
Design for	May	6
Federal aid for	Oct. 13; Feb.	18
Shortage of	Apr.	12
School finance	Dec. 5; May	24
Schram City, Ill.	Nov.	29
SCHWARTZ, ALFRED, <i>Small Town Superintendent and Teachers' Unions</i>	Apr.	5
Scouts, Girl	Feb. 26; Mar.	13
Seattle, Wash.	Dec. 29; Apr. 28; May	6
Secondary schools, teaching in	Jan.	26
Segregation	Oct. 19, 25; Nov.	22
Selden, David	May	10
SIMONSON, REBECCA C., <i>UNESCO and Patriotism</i>	Mar.	31
Smith, Stanton	Jan.	15
Social and economic trends	Mar.	27
Social security	Oct.	23
For teachers, Oct. 9, 18; Nov. 2; Feb. 18; Apr.	27	
For workers in the United States, Oct. 23; Apr.	8	
In India	Nov.	24
Social studies, teaching of	Jan.	6
South Bend, Ind.	May	26
South San Francisco, Calif.	Jan.	29
Speakers' bureau of AFT local	Nov.	28
Springfield, Ill.	Feb.	30

Springfield, Mass.	Mo. Pg.
Stable, Charles J.	Jan. 29
STAINES, ROBERT G., <i>The Challenge of the UN to the Teacher</i>	Feb. 24
STARR, MARK	Jan. 17
<i>Public Affairs Pamphlets—a Teaching Tool</i>	Nov. 9
State aid for education	Feb. 30; May 24
State Federations of Teachers. See listing by states.	
Steel strike	Dec. 25
STORY, HATCHER P., <i>Bluejacket Diplomats Visit Japanese High School</i>	Feb. 19
Strikes, AFT policy on	Oct. 29
STRUCKMAN, R. P., <i>For Your Membership Drive</i>	Dec. 14
Student aid bill	Oct. 14
Student exchange	May 11
Student teachers and AFT	Apr. 15
Student teachers, meetings for	May 24
Substitute teachers' salary and benefits	Nov. 28; Apr. 30
Suffrage for Washington, D.C.	Oct. 17
Superintendents, qualifications for	Apr. 31
Superior, Wis.	Mar. 28
Survivor's benefits	Apr. 24
Swan, William	Feb. 24
Sweatt-McLaurin Case	Oct. 25
Sweden	
Teachers' salaries in	Jan. 20
Teachers' tenure in	Jan. 20
Symond, Arthur F.	Feb. 24

T

Tacoma, Wash.	Dec. 29
Taft-Hartley Law	Oct. 24; Mar. 23
Tape recorder, use of	Jan. 5
Taxation	Oct. 23; 28
Taylor Township, Mich.	Feb. 31; May 25
Teacher rating scales	Dec. 5
Teacher shortage	May 2
Teacher training in India	Dec. 24
Teacher welfare	May 24
Teachers' pensions. See listing under Pensions.	
Teachers' right to join organizations	Jan. 9
Teachers' salaries	
In Europe	Feb. 6
In Japan	Feb. 19
In Sweden	Jan. 20
In the United States	Oct. 10, 13; Dec. 4, 5, 6, 7, 9; Jan. 7, 9, 20; Feb. 18, 30; Mar. 6, 12
Increases in	Nov. 28, 29, 30; May 9
Dec. 30; Jan. 27, 28; Mar. 31; May 9, 25, 26, 27	
Negotiations	Mar. 28; May 9
Reforms	Oct. 8
Schedules	Nov. 30; Dec. 6, 30; Jan. 27; Feb. 30; Mar. 30; May 25
Teachers' unions in Canada	Apr. 4
Teachers' unions in small towns	Apr. 5
Teachers' unions throughout the world	Oct. 28; May 4
Teaching aids	Nov. 26, 27; Dec. 26; Jan. 5, 25; Feb. 26; Mar. 25; Apr. 25; May 22
Television	Oct. 21; Jan. 8; Mar. 8, 11, 30; May 20, 24
Tenure	
In Europe	May 2; Feb. 6
In the United States	Oct. 9, 11, 19; Nov. 28; Jan. 19, 24; May 24, 27
Textbook censorship	Oct. 20

Textbook evaluation	Mo. Pg.
Textbooks. See Books and teaching aids.	
Tidelands oil	Oct. 28
Tobin, Maurice J.	Feb. 2, 18; Mar. 5, 7, 12
Toledo, O.	Dec. 28, 29; Mar. 31; Apr. 29; May 24, 25
Toy library	Apr. 27
Travel sponsored by AFT	Oct. 28
Traveling aids	Apr. 26
Truman, President Harry S.	Oct. 11
TURBYFILL, SUBERT, <i>Panama Canal Zone Local Honors Its President and His Associates</i>	Dec. 12

U

UNESCO	Jan. 15, 17; Mar. 8, 24
UNICEF (United Nations' International Children's Emergency Fund)	Dec. 11; Feb. 19
Union dues	May 27
Union leaders, correspondence course for	Apr. 24
Union membership, value of	Jan. 23
Union teachers	Apr. 5; May 4
Union techniques	Oct. 26
Union training course	Apr. 23
United Nations	Oct. 18, 27, 28; Jan. 10, 13; Feb. 19, 26
University graduates, Canadian need for	Jan. 24
Urbana, Ill.	Feb. 31

V

Vacation seminar at Madison, Wis.	Feb. 22; Apr. 17; May 16
Venezuela, education in	Dec. 10
Vocational education	Nov. 5; Mar. 6

W & Z

War orphans	Apr. 23
WARE RICHARD and COOKE, PAUL, <i>Removing the Hurdles from the Salary Schedule in Washington, D. C.</i>	Dec. 6
Warren, O.	Feb. 29
Washington, D. C.	Oct. 17; Nov. 22; Dec. 6
Washington office for AFT	Oct. 30
Washington scene. See Borchardt, Selma.	
Washington State Federation of Teachers	Feb. 31
WCOTP (World Confederation of Organizations of the Teaching Profession)	Nov. 28
West Milwaukee, Wis.	Feb. 31
West Suburbs, Ill.	Nov. 30; Dec. 29; Feb. 30; Mar. 30; Apr. 27, 29; May 27
Weyler, E. H.	Feb. 29
Wheeler, Mary	Feb. 24; Apr. 27
Wisconsin Citizens Commission	Nov. 29
Wisconsin State Federation of Teachers	Jan. 31; Mar. 28
Women in industry	Apr. 23
Workers' education	Apr. 23, 24; May 21
Workers Education Bureau	Nov. 6; Mar. 24; Apr. 23; May 21
Workers' education for teachers	Oct. 26
Working conditions	Oct. 22; Feb. 29
Workshop, AFT	Oct. 30; Nov. 8, 9; Feb. 5, 16; Apr. 17, 30; May 16
WOFP (World Organization of the Teaching Profession)	Nov. 28
WRIGHT, DICK, <i>The Tape Recorder as an Aid to Reading</i>	Jan. 5
Zahn, Jacob	May 9

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